**K-5 Math Lesson Plan**

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| **Teacher: Archer** | | | **Grade: 3rd** | | | **Date(s)**: Day 9 |
| **Unit Title: Planning a Family Reunion** | | | | **Corresponding Unit Task: Task 2** | | |
| **Essential Question(s): Why do I need to know multiple strategies to add and subtract numbers? What strategies can I use to add and subtract multi-digit numbers? How do I read and comprehend for the purpose of finding specific, relevant information to solve addition and subtraction problems?** | | | | | | |
| **Materials/Resources** | | | | **Essential Vocabulary** | | |
| **Teacher:** | | **Student:**  **100 boards**  **Menus**  **Play money** | | | **Addends, sum, difference, regrouping, round, estimate, approximately** | |
| **Learning Experience** | | | | | | |
| **8 Mathematical Practices:**  x 1. Make sense of problems and persevere in solving them.  x 2. Reason abstractly and quantitatively.  x 3. Construct viable arguments and critique the reasoning of others.  x 4. Model with mathematics.  x 5. Use appropriate tools strategically.  x 6. Attend to precision.  x 7. Look for and make use of structure.  8. Look for and express regularity in repeated reasoning.  x | **Common Core State Standards: 3NBT1 Use place value understanding to round whole numbers to the nearest 10 or 100. Use strategies to solve addition and subtraction problems.** | | | | | |
| **I Can Statement(s): I can add and subtract numbers with regrouping up to 3 digits. I can round a number to the nearest 100.** | | | | | |
| **Activating Strategy/Hook:**  In co-op groups, students will brainstorm a list of healthy snacks. | | | | | |
| **Teacher Directed:**  The teacher will review why students chose the specific location for Mrs. Smith’s family reunion in the previous lesson. | | | | | |
| **Guided Practice:** Follow plan for **Happy to Eat Healthy** on ppg. 57-58of <https://www.georgiastandards.org/Common-Core/Common%20Core%20Frameworks/CCGPS_Math_3_Unit1FrameworkSE.pdf>  The chart Happy to Eat Healthy Version 1 is on p. 59 | | | | | |
| **Independent Practice:** Students will continue to work on HEH V.1 in co-op groups. Those that can work independently will complete V. 1, the teacher will assist those that need guidance. | | | | | |
| **Closing/Summarizing Strategy:**  Students will share their thinking and what they have written with the class. | | | | | |
| **Differentiation Strategies** | | | | | | |
| **Extension** | | | **Intervention** | | | **Language Development** |
| Students will independently work on **HEH V. 2,** p.60. | | | Fluent Students will read the interview to students who are not fluent. | | | Students can orally tell why, then a partner can help them with their written **HEH** sheet |
| **Assessment(s):** Teacher will check **HEH** charts**.** | | | | | | |
| **Teacher Reflection:** (Next steps?) | | | | | | |